

Trent Young's Endowed Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	113817
Local Authority	Dorset
Inspection number	325892
Inspection date	1 July 2009
Reporting inspector	Deborah Zachary

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	110
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Adam Strachan-Stephens
Headteacher	Sarah Patterson
Date of previous school inspection	11 July 2009
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Trent Sherborne DT9 4SW
Telephone number	01935 850496
Fax number	01935 850496

Age group	4–11
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Introduction

The inspection was carried out by a team of two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- whether girls are making progress as rapidly as boys
- the impact of the new headteacher's leadership and management, including evidence about the school's self-evaluation
- the quality of provision for children in the Early Years Foundation Stage.

Evidence was gathered from discussions with staff, pupils and the chair of governors; analysis of the school's data on progress; study of pupils' work and school documentation; questionnaires returned by parents; and observations of lessons and playtime. Other aspects of the school's work were not investigated in detail.

Description of the school

Trent Young's Endowed Primary is a small school in a small village close to the town. The majority of its pupils come from outside the catchment area. The large majority are of White British backgrounds, and although some are bilingual, none is at the early stages of learning English as an additional language. Fewer pupils have learning difficulties and/or disabilities than is typically found. As the school is so small, pupils are taught in classes which contain more than one year group. For example, children in the Early Years Foundation Stage are taught in a class with some pupils from Year 1.

There was a change of headteacher in September 2008.

The Trent After School Club shares the school site, but it is not managed by the school so is inspected separately.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils achieve well and their personal development is excellent. The new headteacher has built well on the school's strengths and is working sensitively with staff to improve the school further. Parents are extremely positive about the school, and are very pleased with the changes that have been introduced this year. They are particularly pleased with the accessibility of the headteacher and the extended range of activities, such as more sport, their children have been involved in. One wrote: 'My children love school and are always full of news of the things they have done.' The pupils enjoy school a good deal.

Year groups are small, so children's skills on entry to the school vary from year to year and so do the standards when pupils leave at the end of Year 6, although they have been above average for the last two years. The pupils make good overall progress through the school, learning particularly rapidly in Key Stage 1. The achievement of the Year 6 pupils in 2006, the time of the last inspection, was outstanding. In the three years since then, however, including this year, achievement in Year 6 tests has been good. Prior to this year, boys' achievement has been significantly better than that of the girls, but this year the progress of both genders is similar. The current Year 6 pupils have made exceptional progress in English, because the school has done very effective work to improve their writing skills. However, some of the current Year 6 pupils have made slow progress in mathematics during their time in Key Stage 2. This is also true of some other pupils lower down the key stage. The school plans for mathematics to be the next focus for development.

Teaching is good, and so pupils learn well. Teachers present interesting activities and make good use of questioning skills to be sure everyone understands. Everyone listens, and behaviour is exemplary, and so there is a calm atmosphere in lessons. Teachers do give different ability groups different prompts. For example, in a Year 5/6 lesson, the teacher picked up an example of some good vocabulary use and reminded more able pupils that this was what was expected of them. However, pupils are not always aware of what they are aiming to learn in a lesson. Teachers tend to have similar lesson objectives for all pupils in the class, and so opportunities are missed to fine-tune the challenge for the different ability groups. The school's data show that throughout Key Stage 2 there are patches of slower progress for different ability groups, but with no consistent pattern of slower progress for any particular group. Teaching and learning are monitored regularly, both by the headteacher and by subject leaders, and feedback is given to support improvement.

Pupils of both genders, different ages and different abilities learn and play well together. Their spiritual, social and moral development is excellent; this and their exemplary behaviour are particularly significant elements of their outstanding personal development. They look after each other and have a good understanding of how to stay healthy and safe, including when accessing the internet. They show a strong ability to reflect on important issues. For example, pupils in Years 3 and 4 have been thinking about change, and how they themselves can change and affect the people around them. One explained a quote from Ghandi, 'Be the change you want to see in the world', with great enthusiasm and maturity. Pupils make a good contribution to the school community and are increasingly doing so within the wider local community, for example through acting as 'Wombles' and picking up litter in the village. Pupils' cultural development is good. The school has a clear strategy to develop pupils' sense of membership of the wider communities of Britain and the world through contacts with other schools in very different circumstances. Pupils are also encouraged to engage with the wider world through

lessons focused on the national news and its implications. The pupils are being extremely well prepared for their future economic well-being through a combination of this type of work, their effective basic skills, and specific projects such as costing and investigating the feasibility of improvements they want to make to the environment.

Parents and pupils themselves much appreciate the good care they receive. One parent wrote of the school's 'strong values and caring environment'; safeguarding requirements are met and pupils say there is always someone they can go to for help. Effective support for pupils with learning difficulties and/or disabilities ensures that they make similar progress to their peers. Pupils' work is marked well, and they are set targets to help them improve. Long-term targets for staff to use to check whether pupils are making enough progress are challenging and effective. The headteacher is well aware of what needs to be done to improve the school, and while grades in the school's written self-evaluation were occasionally over-generous, the content was accurate and the key priorities were perceptive. Leadership and management are good and the school has a good capacity to improve further. There have been major changes in the governing body over the last few years but governance is satisfactory. Governors are very supportive and, though some are inexperienced, are improving their evaluative skills.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Parents are very happy with the progress their children make in the Early Years Foundation Stage. Children are assessed on entry, and the progress they make in developing their skills is tracked carefully throughout the year. This information shows that they make good progress. This year, their skills on entry were above those expected for their age and now, towards the end of their first year in school, standards are high. Many are already working within the lower levels of the National Curriculum. At this stage of the year, the children are ready to enter Year 1 and are responding well to whole-class and group sessions led by the teacher and teaching assistant. These sessions are well planned and are taught very well, with clear routines; the teacher and teaching assistant work well as a team. The pastoral care provided for the children, for example over safety in the sun, is good, and this helps to promote their good personal development.

The outdoor area is used effectively for supervised activities such as growing vegetables. The children much enjoy this, and during the inspection they were keen to discuss what they were doing. However, the school is aware that the outdoor area is very limited and has plans to develop the level of resources and make better use of it. At present, the balance between teacher-directed and child-selected activities is not maximising children's independent learning skills. This is because learning through independently chosen, structured activities outside, and to a lesser extent inside, does not feature sufficiently in planning. The headteacher and leader of the Early Years Foundation Stage are working together to seek ways in which this aspect of the curriculum can be enhanced, reflecting good leadership and management.

What the school should do to improve further

- Improve pupils' progress in mathematics in Key Stage 2.
- Ensure that teachers' lesson objectives always show clearly what pupils of different skills and abilities need to learn next, and that they are shared with the pupils.
- Improve the outside area, and ensure that children in the Early Years Foundation Stage are helped to learn and develop through structured independent activities as well as through whole-class teaching.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

2 July 2009

Dear Pupils

Inspection of Trent Young's Endowed Church of England Voluntary Aided Primary School,
Sherborne DT9 4SW

Thank you for being so welcoming when we visited the school yesterday, and for answering our many questions. We think you go to a good school, and we were very impressed with your excellent behaviour. We were also very impressed with the way you have thought about some difficult ideas, for example what Ghandi tried to do and your thoughts about the death of Michael Jackson. You know how to keep healthy and safe, and we enjoyed hearing about how you make a contribution to your school and the community. You are making good progress, and most of you have particularly improved your writing this year.

- You told us how much you like some of the recent changes in your school, and we know that your headteacher and staff want to carry on making things better. We have asked them to do the following things:
- Improve progress in mathematics for pupils in Years 3, 4, 5 and 6.
- Make sure that in lessons those of you of different abilities all get something to learn that is not too hard and not too easy. You can help by making sure you understand what the lesson is aiming to teach you.
- Give the youngest children more opportunities to make their own choices from a range of activities that the teacher has planned. It would help if the playground outside their classroom had more activities for them to choose from.

All the best for the future

Yours faithfully

Deborah Zachary

Lead inspector